English

Lesson Plans

Level 5

Term 1

English

Lesson Plans

Level 5

Term 1

Level: 5 Term: 1 Week: 1 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - focus on sounds of all alphabet letters
   - use proper noun properly
2. **Function:** Learning the sound
3. **Activity:** Reading Writing sentences
4. **Material:** Worksheet

5. Procedure:

a. Ask them to revise the sounds of alphabet letters. Write few letters randomly and ask their sounds. Write some proper nouns with the same letter sounds.

e.g **b – ba- Bshia**
c- ka- camy
z – zee- zubair

b. **Worksheet**

Task 1: • - You read each sentence and the class reads after you.
- Ask them to read each sentences, turn by turn- one student at home.

Task 2: Divide the class in groups. Ask them to find the names of persons in there own language. The names should begin with the same sound letter. Which is mostly used in the sentence word. Give feedback. Proper noun. Leaves the letter – x – as there are not common with this letter.

Feedback: Each group reads their sentences together in a rhythmic voice

Task 3: Ask them to write another sentences under each sentences, using the new Names of person the sentence words should be replaces, taking the same sound of the sentences words.

Feedback: Each group reads out one sentence at a time and keep on reading as the alphabet moves (**from A to Z**)

6. Follow Up:

Write ten sentences, taking any ten letter sounds.

Level: 5 Term: 1 Week: 1 Day: 1	Worksheet	Date

Task 1: Read the sentences together.

Task 2: Find a name for each sentence. The name should begin with the same sound letter, which is mostly used in the sentence words. The first is done for you.

A________________ B________________

C________________ D________________

E________________ F________________

G________________ H________________

I________________ J________________

K________________ L________________

Level: 5 Term: 1 Week: 1 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- ask for something
- make a polite request

2. Function: asking for something politely

3. Activity: Dialogue Practice

4. Material: Worksheets

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5. Procedure:

a. Ask the following

1. What the word. you can use for making request? (Please)
2. Is there any other way of making request (May)

b. Explain That

"For being polite and courteous, we use the work ' May' for asking permission"

c. Worksheet

- Explain the situation
- Read the dialogue with rising and falling tones

d. Dialogue Practice

- Saying by the teacher
- Saying after the teacher
- Role play in Groups
- Individual Practice

e. Further Practice

Ask them to replace the words and practice

Level: 3	Worksheet	Communication
Term: 1		
Week: 1		
Day: 2		

On the Dining Table.

Task 1: Say the dialogue.

Salma: Uzma, may I have some rice, please.

Uzma: Yes, here it is.

Omer: Please, give me some water.

Salma: Here you are.

Uzma: Shall I give you some fruit?

Omer: No, thank you.

Task 2: Repeat the same dialogue. Substitute different foods and the speaker.

- rice / Dal, Curry, Kabab, bread, salt
- water / Lassi, drink, Juice, Pepsi, Miranda
- fruit / apple, orange, banana, melon

Level: 5 Term: 1 Week: 1 Day: 3 & 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   form questions on the past activity
2. **Function:** Asking and answering about past actions
3. **Activity:** Picture reading and writing
4. **Material:** Worksheet (2 pages)

5. Procedure

a. Pre – Writing

- Talk about birthday and the gift. Ask randomly what thy got on time last birthdays.

b. Worksheet (Page 1)

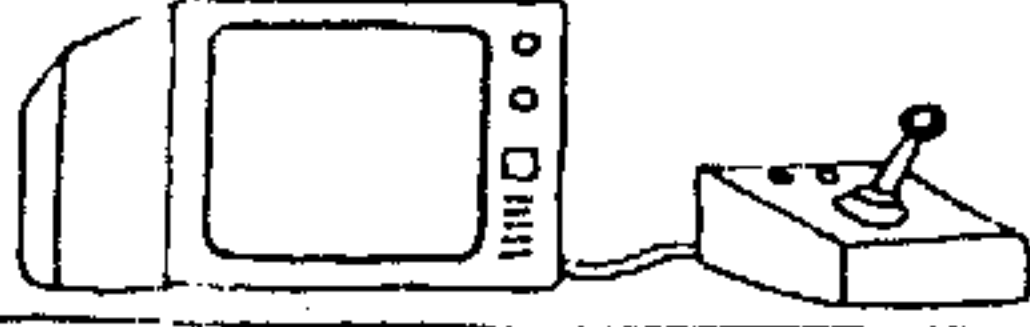
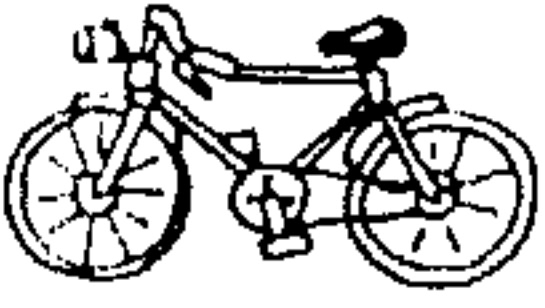
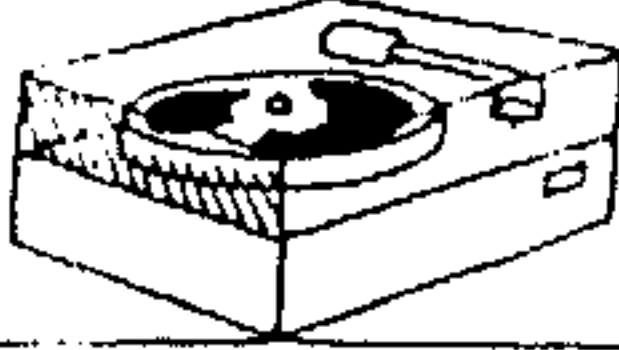
- Discuss the picture, given on the worksheet
- Ask questions orally. If you full, they need more clarification, they explain on the board how questions on the past actions are formed.

c. Worksheet (page 2)

- Discuss the pictures of each and take responses.
- Ask them to write questions about the given answer.

d. If time allows ask questions on the remaining pictures.

6. Follow up

What did you get on you last birthday and what gifts you gave to your friends year.

Level: 5
Term: 1
Week: 1
Day: 3 & 4

Worksheet

Date

Page 1

lid the friends get for their last birthday? Ask and answer
ns.

Task 1: Write questions and answers about each.

1. What did Raheel get for his birthday?

____

2. ______________________________

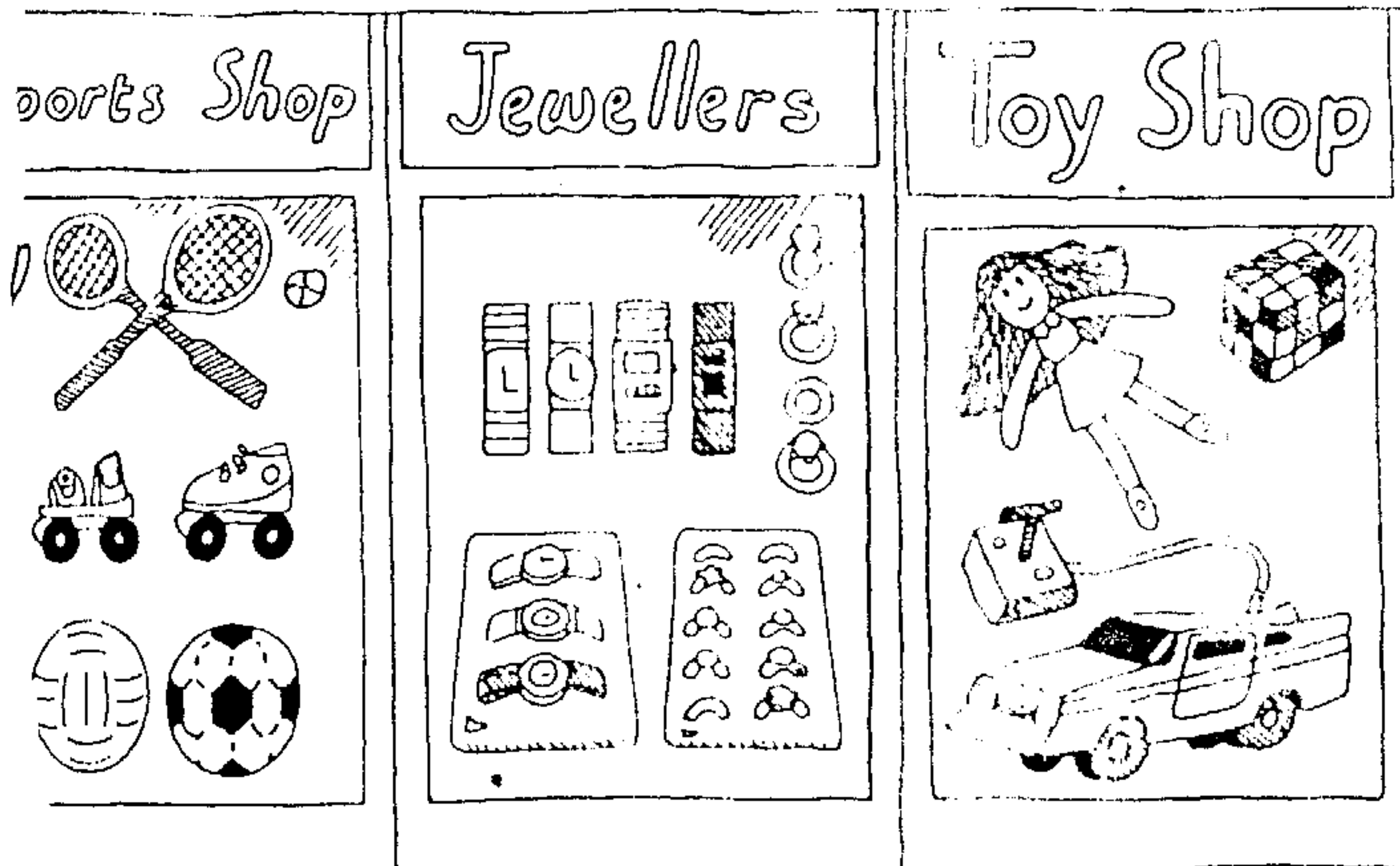
____

3. ______________________________

____

4. ______________________________

____

.evel: 5 Term: 1 Week: 1 Day: 3 & 4	Worksheet page 2	Writing

sk 2: Write Questions.

1. Where did you get the car from? I got it from the toy's shop.

2. ______________________________ I got them from the jeweler's shop.

3. ______________________________ I got it from the sport's shop.

4. ______________________________ I got them from the sport's shop.

5. ______________________________ I got it from the jeweler's shop

. ______________________________ I got it from the toy's shop.

Level 5 Term 1 Week 1 Day 5

Note: Do not write any thing on book.

Do page 1 from Get Ahead English Book 6

Level 5 Term 1 Week 1 Day 6

Assessment # 1

Note: Take the assessment in copies.

Task 1 /4

Write questions of the following answers.

1. I got balls from the sport's shop.
2. I got toy from the toy's shop.

Task 2 /6

Fill in the blanks with the verbs from the box.

Teaches treats carries

1. A teacher ____________ her students.
2. A doctor _____________ her patients.
3. A railway porter ____________ suitcases.

Level: 5 Term: 1 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
make new words with the change of the vowel letters

2. Function: Pronouncing properly

3. Activity: Work Making

4. Material: Worksheet (2 Pages)

5. Procedure:

a. Prepare your students for revision of long and short sounds of vowels.

b. Take a few examples from the worksheet and write on the board. Explain that vowel letters play magic in making new words, where they stand in the middle or at the end.

c. **Worksheet**

Task 1: - Read the words and ask tem to pronounce properly
- Ask them to make new words by adding vowel letters, one by one

Task 2: Pair Work

Peer checking and Feedback

6. Follow Up:

Repeat Task 2. students can write only five words for each V letter.

Level: 5 Term: 1 Week: 2 Day: 1	Worksheet	Communication

Task 1: Meet magic letter "a , e, e, o, u" when they stand next to words, they can make magic and make new words.

Rat --------------	glad --------------
Bade --------------	pal --------------
Fat --------------	hat --------------
Mad --------------	tap --------------
Mat --------------	hat --------------

Fin --------------	hid --------------
Bit --------------	dim --------------
Tins --------------	rid --------------
Sit	kit --------------
Pin	sit --------------
Pip	spin --------------

Rob --------------	rod --------------
Hop --------------	rot --------------
Not --------------	cod --------------

Cut --------------	tub--------------
Cub --------------	use --------------

How many words can you make with:

a in the middle

had ....

....

e in the middle

beg ....

....

i in the middle

bit ....

....

o in the middle

pot ....

....

u in the middle

cup ....

....

Level: 5 Term: 1 Week: 2 Day: 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - to read and enjoy the rhyming of poetry
   - to read for pleasure
2. **Skill:** Reading Aloud
3. **Topic:** 'I wish'
4. **Material:** Poem Page, Worksheets

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5. Procedure:

a. Pre – Reading

Ask the following questions

1. **Who is the youngest child in the family?**
2. **Who is the eldest child in the family?**
3. **Do you like to be the youngest?**
4. **Do you like to be the eldest?**

b. Follow the suggested procedure. See orientation pages. given at the back

c. Worksheet

6. Follow Up:

Write any four lines of the poem, you like

Level: 5
Term: 1
Week: 2
Day: 2

Poem Page

I wish... Poem

n tired of being little,
n sick of being thin,
h that I were giant size
n whiskers on my chin

No one would dare to tease me
Or take away my toys,
For I would be much bigger
Than the biggest of the boys.

ver be afraid again,
e ten foot three,
that I were giant size
id of small like me

Prelutsky)

ue Twister

ne say I said you said she said that?
he did. He said you said she said that.

Level: 5 Term: 1 Week: 2 Day: 2	Worksheet	Date

Task 1: Read the poem again and find out ....

1. Write those things which the boy doesn't like ....

____

____

____

____

Task 2. What those things which the boy likes.........

____

____

____

____

Level: 5 Term: 1 Week: 2 Day: 3	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- Write sentences about future planning during writing
- practise the use of "going to"

2. Function: Telling about future plans

3. Activity: Parallel Writing

4. Material: Worksheet

5. Procedure

a. Pre Writing

- Tell them briefly about yourself. What plans you have this year.
- Ask if they have some plans about different things this year.

b. Worksheet

Task 1: - Explain that Bronty is a child of Dinosams and he is telling us about his future plans. He writs his plans in his Dairy

c. Task 2

- Discuss what they have planned to do things this year and what are those things. They planned not to do.
- Also explain to them that for future planning. we use 'going to' in place of future verb - will
- Students can work in pairs or in groups

Pear Work and Feedback

6. Follow Up:

Write what your friend is goes to this year.

Level: 5		
Term: 1	Worksheet	Writing
Week: 2		
Day: 3		

Task 1: Read Bronty's Diary.

Read Bronty's diary.

Dear diary,

This year I'm going to be very good. I'm going to be nice to all my friends. I'm going to tidy my cave every day. I'm going to read a book in English every week. I'm not going to watch TV every night. I'm not going to get up late in the morning. This year I'm going to be fantastically good.

Task 2: Now you write your diary for this year.

Level 5 Term 1 Week 2 Day 4

Note: Do not write any thing on book.

Do page 2 from Get Ahead English Book 6

Level 5 Term 1 Week 2 Day 5

Note: Do not write any thing on book.

Do pages 3/4 from Get Ahead English Book 6

Level 5 Term 1 Week 2 Day 6

Assessment # 2

Note: Take the assessment in copies.

Task 1 /5

Write 5 things you like.

Task 2 /5

Write a short paragraph about your favorite season of the year.

Level: 5 Term: 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   focus on difference in the vowel sound
2. **Function:** learning the sounds and spelling
3. **Activity:** Listening Exercise (**Same or different**)
4. **Material:** Worksheet

5. Procedure

a. - Explain the difference in the vowel sound
   - Write examples on the board with **–ea-** words and **–i** - words

b. **Worksheet**

Task 1:

Say the pair of words properly and ask your student to hear the difference in the vowel sound.

Task 2: (Same or different)

Read some pairs of words from the list with the same sound and some pairs with different sound. After each pair of words, students indicate and say whether it is "same" or " different

Ex: Tr. Says: SS says:
- S it. knit. 'same'
- sit. set different'

Task 3: You say one word from the list and the students say the work such has a contrasting sound.

e.g. **you say "ship"**
ss say "sheap"

Task 4: You read one sentence at a time. Student first listen and then repeat the Sentences.
- Group reading
- Paired reading
- Individual reading

6. Follow Up:

'Make a list of the pairs with contrasting sound'

Level: 5 Term: 1 Week: 3 Day: 1	Worksheet	Communication

Task 1: Listen as your teachers the following pairs of words. In each pair try to hear the difference in the vowel sound.

ea	*i*	*ea*	*i*
seat	sil	sheep	ship
neat	knit	leave	live
we'll	will	peak	pick
he'll	hill	deep	dip
peel	pill	heat	hit

Task 2: Listen to our teacher and find out whether she is saying the *same* sound words or *different* sound words.

Task 3: Say the contrasting words. If your teacher shays "ship" you shay "sheap".

Task 4: Repeat the following sentences.

1. Come sit on this seat and keep me company.
2. The ship carried a cargo of sheep from New Zealand to Australia.
3. These shoes don't fit my feet anymore
4. I still think that suspicious-looking guy is going to steal something.
5. He thinks it's easy to take care of children, but it's not.
6. The car licked up all the milk that had leaked out the cartoon.
7. It I spend too much time at the beach, my skin begins to itch.
8. We went for a dip in the deep pool of green water.

Level: 5 Term: 1 Week: 3 Day: 2 and 3	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - understand the difference between main sentence and clause.
   - join the clause with main sentences
2. **Skill:** Making longer sentences
3. **Topic:** Sentence combining
4. **Material:** Worksheet

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5. Procedure:

a. Write the following in a chart using two colours, and display the chart on the board.

> A sentence is a group of words that make sense on its own. It always contains a verb.
>
> A clause is a separate part of a sentence which joins with the main sentences with the following words
>
> **Who, Which , That , Where**

b. Write examples on the board. Use tow colours for the main sentence and the clause. The difference between the main sentences and the clause.

- I saw a man in the street (who was wearing glasses)
- This is the book (that / which has a lot of information)
- There is a small house (where Ahsan lives)

c. **Worksheet (Pair / Group Work)**

Task 1 **Task 2** **Task 3**

Peer checking and feedback

6. Follow Up:

Repeat any one to the task

Level: 5		
Term: 1	Work Sheet	Writing
Week: 3		
Day: 2 & 3		

Task 1: Separate the clause from the main sentence and write it below.

1. Razi wrote the letter which arrived this morning.

   ____

2. There is a part where we play football every day.

   ____

3. Naseem has a cat who is black and white.

   ____

4. Look at the pictures that are on pate 6

   ____

Task 2: Read the sentences. Take out the main sentences and write them below.

1. Ilyas, who was hiding behind the tree, caught by Ali.

   ____

2. I know the place where Kashif lives.

   ____

3. The car that his father has bought last month, had been stolen today.

   ____

4. This the book which I like to buy.

   ____

Task 3: Combine these pair of sentences using who, which where, that

1. Ayesha is my friend.
   She live in the house.

   ____

2. I saw a lady
   She words in this hospital.

   ____

3. There's the house
   My uncle lives in it

   ____

4. The cat ate meet. She was asleep on the carpet

   ____

5. Karachi is a big city.
   It has got a big harbors.

   ____

6. Saif was watching a cartoon movie.
   I like that movies very much.

   ____

Level 5 Term 1 Week 3 Day 4

Note: Do not write any thing on book.

Do page 5 from Get Ahead English Book 6

Level 5 Term 1 Week 3 Day 5

Note: Do not write any thing on book.

Do page 6 from Get Ahead English Book 6

Level 5 Term 1 - Week 3 Day 6

Assessment # 3

Note: Take the assessment in copies.

Task 1 /4

Read the sentences and write the main sentences.

1 I know the place where Kashif lives.

2 The book that I like to buy, has been sold out.

Task 2 /6

Combine these pair of sentences using the following words.

(who, which, where, that)

1 Ayesha is my friend.
She lives in the house.

2 I saw a lady
She works in this hospital.

3 The cat eat meat.
She was asleep on the carpet.

Level: 5 Term: 1 Week: 4 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   focus on words with the same sound and different in spelling
2. **Function:** Learning the sound and spelling of the words
3. **Activity:** Word Activity
4. **Material:** Worksheet **(Sound Like........)**

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5. Procedure:

a. Write the following on the board and give example. Take help from students in taking examples.

b. Worksheet
Discuss each task one by one. Take oral feedback and then ask them to do. They should work in pairs or groups.

Task 1: Complete the sentences

Task 2: Write sentences

Task 3: Complete the sentences

Task 4: Correct the spelling

6. Follow Up:

Choose any task.

Level: 5 Term: 1 Week: 4 Day: 1	Worksheet	Communication

Task 1: Look at these pair of words.

There (place)	their (belongs to)	Their tent s over there.
Here (place)	hear (sound)	You can hear the noise from here.
Where (place)	wear (put on)	Where is the hat I want to wear

Task 2: Write sentences of your own using:

Here ______________________________________

Hear ______________________________________

Where ______________________________________

Wear ______________________________________

There ______________________________________

Their ______________________________________

Task 3: Look at these words.

To	two	too
Is a short word that sounds	is the number	is tooo much

Two boys went to the cinema and ate too much popcorn!

There are __________ (two / too / to) many apples __________ (two / too / to) fit into just __________ (two / too / to) bags.

Take these __________ (two / too / to) Lemons back __________ (two / too / to) the shop because they are __________________ hard

Read at this joke carefully.

There /~~Their~~ were to policemen walking along Brook Street at night. They saw a man crawling on the ground. He was two busy to notice them.

"Hello!" they cried loud.

"No need to shout", Said the man. "I can here you".

"Have you lost something?" asked the policemen.

"Yes," said the man, "The gold ring I where on my little finger dropped off in Silver Street".

The policemen scratched there heads. "Wear did you drop it"? They asked, "In silver street," the man said.
"So why are you looking for it in Brook Street"? the policemen said.
"Because there is more light hear" replied the man.

Task: Cross out the wrong spellings and rewrite the paragraph with correct spellings. One has been done for you.

____

____

____

____

____

____

____

____

____

Level: 5 Term: 1 Week: 4 Day: 2 & 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to: write paragraph on the topic 'Zoo'
2. **Function:** Composing ideas
3. **Activity:** Narrating and Describing
4. **Material:** Worksheet (Zoo)

5. Procedure:

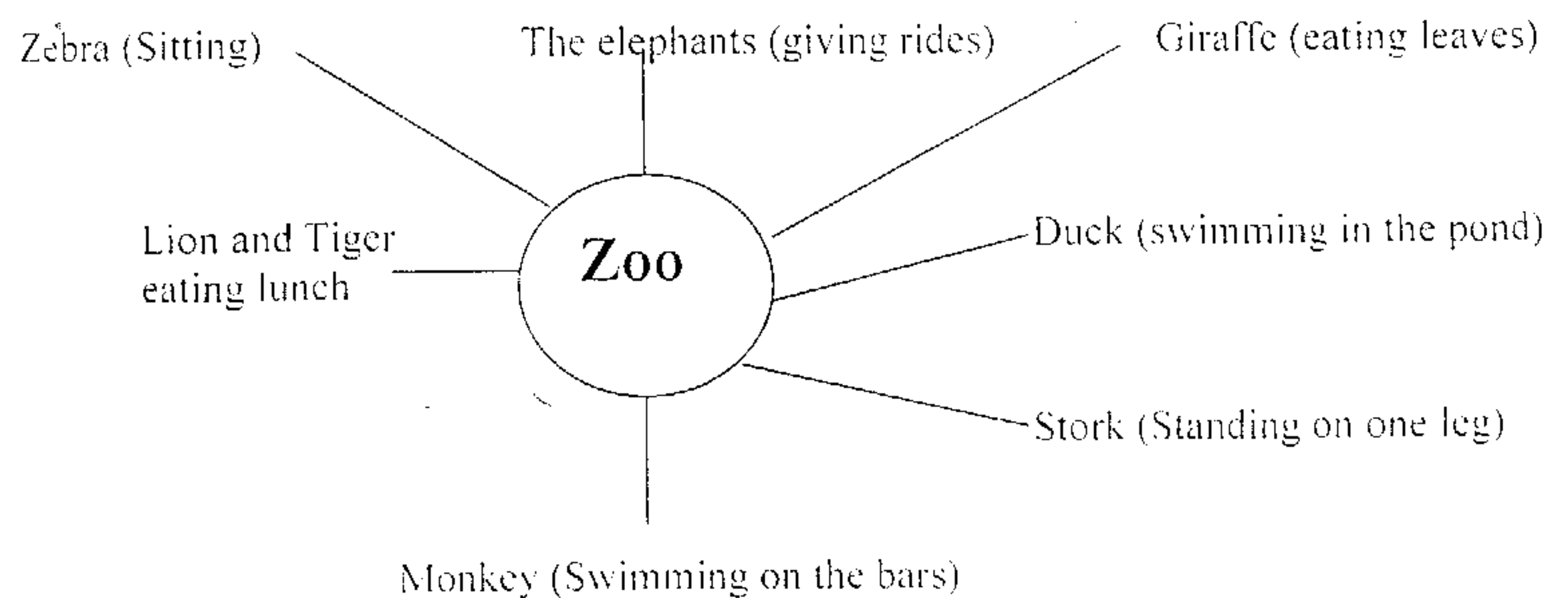
a. -Talk about holidays and vocation and where they like to go if they are not going out of station.
- Ask them to think about a place when they find variety of animals.

b. Announcement of topic

- Write the following sentences on the board
  'We saw many birds and animals in the Zoo' Take oral responses

c. Brain Storming

- Draw a circle on the board and write the topic "Zoo" in it.
- Discuss each point given at the web and write on the board.
- They can add some more of their own if they like.
- Make them sit in groups and write. They should take start with the topic sentence, written at the board.

Can u think of what you would see in the zoo.

Level: 5 Term: 1 Week: 4 Day: 2 & 3	Worksheet	Date

Task: Start writing.

Last Sunday we saw many birds and animals in the zoo.

Level 5 Term 1 Week 4 Day 4

Note: Do not write any thing on book.

Do page 7 from Get Ahead English Book 6

Level 5 Term 1 Week 4 Day 5

Note: Do not write any thing on book.

Do page 8 from Get Ahead English Book 6

Level 5 Term 1 Week 4 Day 6

Assessment # 4

Note: Take the assessment in copies.

Task 1 /4

Write sentences of your own by using the following words.

Here,

Hear,

Where,

Wear,

Task 2 /6

Write a paragraph on " a visit to a zoo"

Level: 5 Term: 1 Week: 5 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - learn spellings with the help of sounds.
   - focus on same sound with different spellings. (ea / **ee**)
2. **Function:** Learning spellings.
3. **Activity:** Word games.
4. **Material:** Worksheet (Spelling games)

5. Procedure:

a. **Explain that;**

"Sometimes words have the same sound but spellings are different."

e.g.......Sea / See

b: **Worksheet**

- The tasks given in the worksheet are spelling games, which can help students to concentrate on the difficult parts of words.
- Explain each task properly. First do it orally with them.
- Each task should follow peer checking and feedback.

Task 1. Complete the rhymes.

Task 2. Make the little words out of the big one.

Task 3. Complete these rhymes.

Task 4. Make short words from these long ones.

Task 5. Fill in the gaps in rhymes.

6. Follow up:

Repeat any task of the worksheet.

7. Free writing. .... 5 Min

Level: 1 Term: 1 Week: 5 Day: 1	Worksheet	Communication

Spelling Games

Task 1: Complete these rhymes.

Granfa Grigg
Had a pig
In af - - ld of clover
Piggy d - - d
Granfa cr - - d,
And all the fun was over

A sailor went to se-
To se- what he could se-
And all that he could se-
Was se-, se- se-!

Task 2: Make little words out of big ones.

v e g e t a b l e
g e t
t a b
t a b l e
a b e l

t e a c h e r
t - -
t - - -
e - - -
h -
h - -

f I s h e r m a n
f - - -
f - - - - -
s - -
h -
h - -
m - -
a -

m a n u f a c t u r i n g
m - -
a -
f - - -
a - - -
r - - -

Task 3: Complete these rhymes.

I s c r - - m,

You scr - - m,

We all scr - - m!

For ice-cr - - m!

God made the bees,

bees make hon - -.

we do the work

But the t - - chers get the mon - -

Task 4: Make short words from these long ones.

photographer	therefore
____________	____________
Independent	whatever
____________	____________

Task 5: Fill the gaps in this rhyme.

On sat – rday night I lost my wife

And w- ere do you think I f - - nd her?

Up in the m - - n

Singing a t – n -,

With all the strs ar- - nd her!

Level: 5 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Worksheet**

1. Objectives: The learners will be able to:
- listen and follow
- focus on preposition and prepositional phases

2. Function: Learning the directions

3. Activity: Listen and Draw

4. Material: Worksheet (**fixing up the kitchen**)

5. Procedure:

a. Prepare the class for drawing

b. Write the following prepositions on the board and check if they are clear about them

> **Against, in front of, on the left , on the right**
> **Next to, between, on the right, in the corner**
> **In the middle of,**

c. Worksheet

Explain the task. Ask them to work in pairs

Listening Text

1. **They dryer against the wall opposite the living room door.**
2. **The sink is in front of the window.**
3. **The bin is on the left of the living room door.**
4. **The cooker is next to the bin, against the wall.**
5. **The washing machine is between the cooker and the sink.**
6. **The fridge is on the firth of the dryer.**
7. **The broom cupboard is in the corner near the fridge.**
8. **the table and chairs are in the middle of the room.**
9. **The mat is in front of the sink.**
10. **The food cupboard is against the wall opposite the washing machine.**
11. **The vegetable rack is between the dryer and the food cupboard.**
12. **The dog basket is in the corner on the right of the living room door.**

Read each description properly and ask them to draw at the worksheet

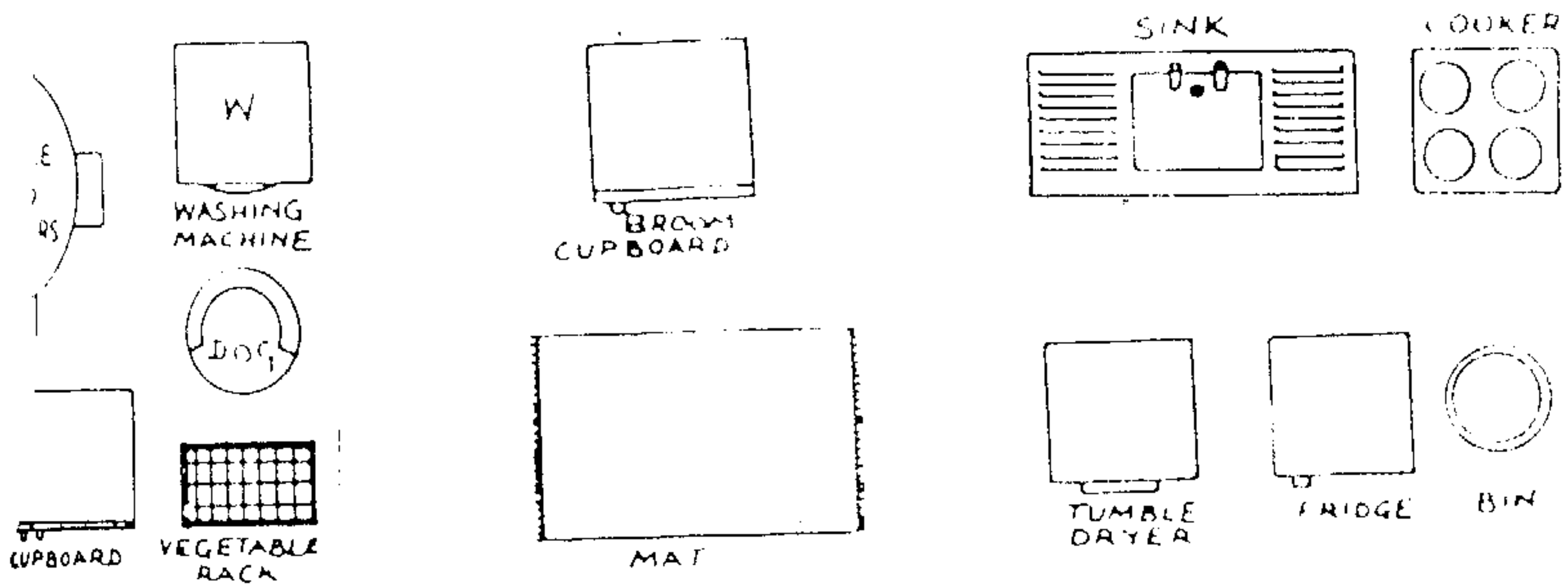
d. Feedback

- Ask them to compare their word.
- Ask similar question to have practice of the use of preposition

e.g. **1. When is the dryer?**
2. Is the dryer near the wall?

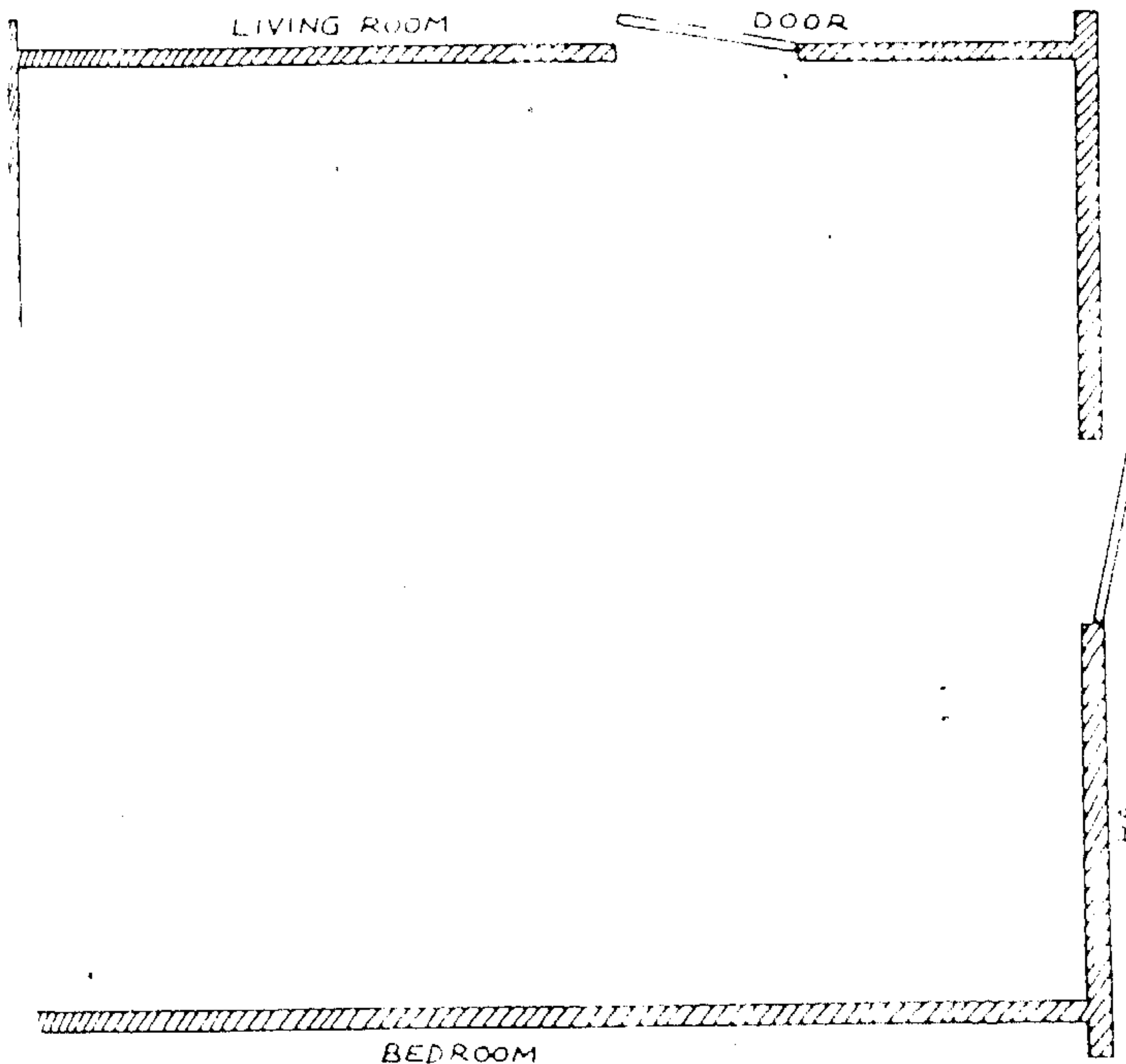
6. Follow Up:

Draw the sketch of your mother's kitchen

FIXING UP THE KITCHEN

What to do

Draw or trace the plan of the kitchen.
Put all the things in their right place on your plan.

LIVING ROOM DOOR

BEDROOM

Level:	Lesson Plan	Writing
Term:		
Week: 5		
Day: 3 & 4		

1. **Objectives:** The learners will be able to: learn the use of No Artic
2. **Function:** Writing accurately
3. **Activity:** Exercise
4. **Material:** Worksheet, chart

5. Procedure:

a. - Prepare a chart with the following (use two colours) Display the chart on the board and explain the proper use of definite article
- The and where it is not required. Write few examples on the board.

We do not use the definite article the when we talk about things in general.

Things in general	Definite things
_Cats are my favorite pets.	The cats are in the garden
Ann love _ music	The music is very loud

b. Worksheet (Pair Work)

Task 1

Task 2

Task 3

Explain each task properly. Ask them to do one take at a time. They should move the next task after peer checking and feedback

6. Follow Up

Repeat Task 3

Level: 5 Term: 1 Week: 5 Day: 3 & 4	Work Sheet	Writing

No Article

Task 1: match a line.

A	B	C
Cats	live	uniform.
Policemen	look after	cars.
Mechanics	write	teeth.
Children	wear	for newspaper
Word Processor	eat	in Africa.
Dentist	go	fish.
Journalists	mend	expensive.
Elephants	are	to school.

Task 2: Each sentence has a mistake. Find it and correct it.

Example

John is on the holiday

I am a teacher.

a. Her name's Anna. She's doctor
b. She has the flat in London.
c. I go to the work by car.
d. We have the dinner at eight o'clock in the evening.
e. John always stays in the bed late on Sunday morning.

Task 3: Put a, the, or, nothing into the gaps.

Example

___________ English is easy.

a. ___________students in this class aren't lazy; they work hard.
b. Please, have ___________lunch with us.
c. What time do you go to ___________school?
d. Can I have ___________cheese sandwich, please?
e. What do you do in ___________evening.

Level 5 Term 1 Week 5 Day 5

Note: Do not write any thing on book.

Do page 9 from Get Ahead English Book 6

Level 5 Term 1 Week 5 Day 6

Assessment # 5

Note: Take the assessment in copies.

Task 1

Each sentence has a mistake. Find it and correct it.

Example: I am student.......... I am a student.

A Her name's Anny.

B She has the flat in London.

C I go to the work by car.

Task 2

Put 'a' or 'the' into the gaps.

A Please, have __________ Lunch with us.

B What do you do in _____________ evening?

C I have _____________ pencil in my bag.

D Can I have ________ cheeses sandwich, please?

Level: 5 Term: 1 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- focus on sounds and their impression
- focus on poems that have no rhyming lines

2. Function: Understanding the sound impressions

3. Activity: Task on Poem

4. Material: Worksheets (**Drip drip splash slosh**)

5. Procedure:

a. Procedure

Prepare your class that they are going to read a poem about gelling up in the morning. But the poem dues not have rhyming lines, but it has some sounds which describe impressions

b. Worksheet (Pair / Group Work)

Task 1

Level: 5 Term: 1 Week: 6 Day: 1	Worksheet	Communication

Drip drip splash slosh off the School

I wake up
Owwwwwww.
Toss the overs off my bed
Fo-lop
Have a wash
Drip, drip, splash, splosh.
Thurrrrrrr
Goes the kettle
I eat my breakfast
Snap, crackle, pop, crunch, slurp, crunch
The marmalade runs down my chin
Helpless
Outside the wind howls like a ghost
Bump, bump,
Goes the rain on the caravan roof.
Dad goes off to work
Brummmmmmm.
Mum does her dusting
Tissss, rub, rub
And me, poor me,
I have to go to school.
Yuk!

Task 1: Make a list of all the sound noises in the poem. (we've done two for you)

Fo-lop, thurrrrrrr

____

____

Task 2: Which sounds do you like best? ________________

____

Task 3: What do you think, James eats for breakfast? ________

____

Task 4: How do you think his dad travels to work? __________

____

Task 5: Do you think james likes school?________ how can you tell?

____

Task 6: Notice that every line has something interesting to say.

Which line do you like best ?____________________

Explain why.______________________________

____

Level: 5 Term: 1 Week: 6 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- to describe a person
- to use adjectives for description

2. Function: Describing people

3. Activity: Dialogue Practice

4. Material: Worksheets

5. Procedure:

a. Talk about their younger sister and brother.

b. Prepare your class for dialogue exchange

c. Worksheet
- Explain the situation given in the picture
- Dialogue practice (as suggested in the orientation pages)

d. Further Practice

Ask them to take the words from the worksheet and substitute them in the dialogue for role play

6. Follow Up:

Describe any child for your family, you like.

Level: 5 Term: 1 Week: 6 Day: 2	Worksheet	Communication

talk about the new baby

Task 1:

Seema:	What a pretty baby!
Amna:	She's my sister.
Seema:	Look, her face is round.
Amna:	Yes, and her hair is soft and curly.
Seema:	And her nose is pointed.
Amna:	But no one in my family has a pointed nose.

Task 2: Further practice

Substitute the word in the dialogues and practice in role play.

Child / my niece/ my nephew	cute/ lovely /sweet/
younger sister/ cousin	blue / green eyes
	brown / black hair
	fair / pink complexion
	pink lips

Level: 5 Term: 1 Week: 6 Day: 3&4	Lesson Plan	Reading

1. Objectives: The learners will be able to:
use short form of the words (Abbreviation)

2. Function: Using contrition for fluency in writing

3. Activity: Word Exercise

4. Material: Worksheets (2 pages)

5. Procedure:

a. Explain that

"We often use abbreviation and contraction in speaking and writing both because it gives beauty to the language"

b. **Worksheet (Pair Work)**

- Focus on each task separately and explain it on the board by taking different examples.
- Ask them to do one task at a time.
- Have peer checking before feedback

Note: If you have more time, add more words in each type and ask them to do.

6: Follow Up:

Write five sentence of longer form from Task 4 and ask them to rewrite using shorter form.

Level: 5 Term: 1 Week: 6 Day: 4	Worksheet	Writing

Getting Shorter

Task 1: Abbreviation

We often use abbreviation for names and we don't want to write out full.

PTV Pakistan Tele Vision

PIA ________________

HM ________________

USA ________________

UK ________________

Task 2: Initials

We write initials (letters) for names, using full stop

Mohammad Jameel Ahmad M. Jameel Ahmad

Sayed Zahoor Shah ________________

Shair Ahmad Awan ________________

Mehnaz Lodhi ________________

Abdul Hameed Khatak ________________

Task 3: Measurement

We use abbreviations in measurement but don't need a capital letter.

Km Kilo meter Kg ____________

Cm ____________ mm ____________

Km

Level: 5 Term: 1 Week: 6 Day: ३६ 4	Worksheet Page 2	Writing

Task 4: Contraction

Sometime we shorten words by using contraction

- It's not Sunday today (It is not)
- I'm a doctor (It is not)
- They aren't my class follow (It is not)
- I can't drink hot tea (It is not)
- She's been working (It is not)
- I'll go home (It is not)
- Let's play together (It is not)

Rewrite these sentences using contraction.

- It is not so bit ______________________
- What is it called ______________________
- She does not like milk ______________________
- They have done well ______________________
- Let us go upstairs. ______________________
- He can not fly kite ______________________
- I did not go to school ______________________
- He was not at home ______________________
- I have got a new car ______________________
- They do not have much money ____________
- She has got a big house ______________________

Level 5 Term 1 Week 6 Day 5

Note: Do not write any thing on book.

Do pages ١٥٤ ١١ from Get Ahead English Book 6

Level 5 Term 1 Week 6 Day 6

Assessment # 6

Note: Take the assessment in copies.

Task 1 /5

Write a short paragraph about yourself, using **'can'** and **'can't'**.

Task 2 /5

Rewrite these sentences using contraction.

Example: It is not so hot <u>It's not so hot.</u>

1 What is it called?

2 They have done well.

3 Let us go upstairs.

4 I did not go to school.

5 She has got a big house.

Level: 5 Term: 1 Week: 7 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- learn the sounds and spelling of the words. containing
- Silent letter - h

2. Function: Practicing the Pronunciation

3. Activity: Pronunciation Task

4. Material: Worksheets (**Silent Letter 'h'**)

5. Procedure:

a. Prepare your class for leaving pronunciation and spelling
- Ask them to give you some letters which remain silent in words. Write them on the board.

b. Write the focus letter – h – on the board and also write few examples.

c. **Worksheet**

Explain each task one by one and ask them to do one at a time

Task 1: Say the words in the boxes properly and students repeat after you.

Task 2: Circling the odd word which is not pronounced like other words.

Task 3: Ask them to find words for examples of each rule

Task 4: Students find the words which have silent – h

6. Follow Up:

Repeat any task

Level : 5	
Term: 1	Worksheet
Week: 7	
Day: 1	

Silent - h

Task 1: Listen to the words and practise saying them

Heir	Perhaps	Whale
Honest	Rheumatism	When
Hotel	Rhyme	Whisky
Hour	Rhythm	Whole
Honour	rhinoceros	white

Task 2: Circle the odd words in each group and say why it is different.

Task 3: Look at the words in the boxes above and find examples for the rules.

a. h – is usually pronounced at the beginning of a word.

____

b. H – is silent where it comes in the word.

____

c. rh – at the beginning of a word is always pronounced.

____

d. wh- at the beginning of a word is usually pronounced.

____

Task 4: Some of these words contain silent - h too. Cross out the silent – hs.

Yoghurts	exhibition	exhaust	straight
Harmony	heiress	sought	hire
Yehich	honour	herb	weight
Neighbors	hospital	sing	house

Level: 5 Term: 1 Week: 7 Day: 2	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read the poem on a rhythmic way'
   - to read the poem for pleasure
2. **Skill:** Reading Aloud
3. **Topic:** ' Wind on the Hill '
4. **Material:** Poem Page

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5. Procedure

a. Pre – Reading

Talk about kit- flying

b. Poem page

Discuss the pictures on the page and ask few questions

c. Poem Reading

d. - Follow the procedure as suggested
   - See orientation pages at the back

e. Worksheet (Pair Work / Group Work)

Task 1:

Task 2:

Task 3:

6. Follow Up:

Write the poem in your copy book.

Level: 5
Term: 1
Week: 7
Day: 2

Poem Page

Wind on the hill

No one can tell me,
Nobody knows
Where the wind comes from
Where the wind blows.

It's flying from somewhere
As fast as it can;
I couldn't keep up with it,
Not if I ran.

But if I stopped holding
The string of my kite
It would blow with the wind
For a day and a night.

And when I found it,
Wherever it blew,
I should know that the wind
Had been going there too.

So then I could tell them
Where the wind goes . . .
But where it comes from
Nobody knows.

A A Milne

Level: 5 Term: 1 Week: 7 Day: 2	Worksheet	Date

Task 1: Find the rhyming pairs of words from the poem.

knows + blows ______ + ______

______ + ______ ______ + ______

______ + ______ ______ + ______

Task 2: Read the poem again and find the action words for Wind.

Wind ________.

Wind ________.

Wind ________.

Wind ________.

Task 3: Draw a kite.

Level: 5 Term: 1 Week: 7 Day: 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - write thank you letter
   - write informal letter
2. **Function:** Saying Thank You
3. **Activity:** Letter Writing (Informal)
4. **Material:** Worksheets, chart

5. Procedure:

a. - Explain to them that "saying thank you is very important but saying I in a letter is a special way of saying Thank you". You can say thank you for a lot to things. Than you letter is an informal way of writing.
- Notice the following things in Thank you letters
- Write the following on a chart and display it on the board.
  - Informal letters can be written to the elders who are close you and also to the friends.
  - Writing address is not compulsory
  - Date is must
  - Notice the use of comma – only at the beginning and at the date
  - Letter starts with Dear / My dear.......
  - First line starts with thank you words
  - Write few lines about the things you are saying thank you.
  - Add some news.
  - End the letter with.............. Love from on a separate line.

b. Check and asking oral questions about the chart instructions

c. **Worksheet**

Task 1: Explain the task and ask them to read silently. Then ask oral questions about the letter. The questions should highlight the points of the chart instruction.

Task 2: Divide the class in groups. Assign each task to the different groups. If group are more in number, you can repeat the topic or you can add more situation.

d. **Peer checking and Feedback**
- Students exchange there letter for peer checking
- After peer checking, each group read out the letter to the class.

6. Follow Up:

Ask them to rewrite the letter, taking a different situation.

Level: 5		
Term: 1	Work Sheet	Writing
Week: 7		
Day: 3		

Task 1: When Saad gave a story book to his friend, Baber to read, he wrote this letter to Saad. Tread this letter.

20th October,04

Dear Saad,

Thank you very much for the book. It was very interesting. I like to share it with any sister and friends. I'll return it after a week. Today we in playing a football match at school.

Love from

Babar

Task 2: Write a thank you letter to one of these for the things he or she did for you.

- Your mother for purchasing a dress for you.
- Your father for bringing a camera for you.
- Your friend for a birthday present.
- Your teacher for arranging a trip to Islamabad.

Level 5 Term 1 Week 7 Day 4

Note: Do not write any thing on book.

Do page 12 from Get Ahead English Book 6

Level 5 Term 1 Week 7 Day 5

Note: Do not write any thing on book.

Do page 13 from Get Ahead English Book 6

Level 5 Term 1 Week 7 Day 6

Assessment # 7

Note: Take the assessment in copies.

Task 1 /4

Circle the words having silent 'h'.

White herb weight harmony

Neighbor hospital honest

Task 2 /6

Write a thank you letter to your mother for purchasing a dress for you

Level: 5 Term: 1 Week: 8 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - focus on the words which have silent
   - learn the sounds and spelling
2. **Function:** Practising the correct pronunciation
3. **Activity:** Word Puzzle Game
4. **Material:** Worksheet (**Silent letter - w**), chart

5. Procedure:

a. -Prepare class for learning pronunciation of the words which have some silent letters in them.
   - Ask them to give you such words

b. Write the focus topic on the board with the examples.

c. **Worksheet**
   Write the following lines on a chart and display it on the board. Read the lines aloud and then ask our students to read.
   "When w comes before the letter r or the letter h and o it remains silent answer. Two. who"

d. **Worksheet**
   Explain the task properly and ask them to work in pairs. They should take help from the classes. given at the worksheet. Discuss orally the first one (only) and tell the answer.

Answers

1 two 2. write 3. whole 4. wrong 5. week 6. Written

7. Wriggle 8. Wrap 9. write 10. who

11. Wrestler 12. answer 13. sword 14. Wealth

6. Follow Up:

Write any two words which have silent letter -- w

Level: 5 Term: 1 Week: 8 Day: 1	Worksheet (Silent Letter w)	Communication

Level: 5 Term: 1 Week: 8 Day: 1	Worksheet (Silent Letter w)	Communication

Task 1: Fill in the cross word. All the words have silent letter – w

Clues

1. One and one
2. Ankle is to foot as ……. Is to hand
3. Two halves make a …………
4. Not right………..
5. The Titanic is very famous……..
6. A line on the face is called a ………..
7. Worms………when the move …………
8. Peoples often……… presents up in
   coloured paper before the give them
9. Put words on paper
10. ……. Starts a question about someone
11. Fighter who tries to throw someone to the
    Ground without hitting them
12. Reply to a question
13. Long metal blade uses as a weapon
14. Circle of flowers to put on someone's grave

W
W
W
W
W
W
W
W
W
W

Level: 5 Term: 1 Week: 8 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- to use stress and intonation in speech
- shift stress according to the sentences

2. Function: Using stress for meaningful speech

3. Activity: Stress shifting

4. Material: Worksheet

5. Procedure:

a. Explain to your students that rising and falling tone or use of stress charges the meaning and message of the sentences

e.g. **1. I went to Pindi**
(I went no where except Pindi)

2. I went to Pindi
(No one except me)

b. Worksheet

Task 1:

- Read the dialogue, putting stress on the dotted work
- Ask your students to follow you
- Discuss and ask why a different word is stressed in each answer
- Call two students for role play and ask them to say the dialogue with proper stress and intonation.

Task 2: **Examples**

a. - Have you found fifty ponds
- Have you lost fifteen pounds?
- Have you lost nine Dollars?
- Have John lost fifty ponds?
- Has you sister broken her arm?
- Has you sister cut her leg?
- Has you cousin broken her leg?
- Has Ann's sister broken her leg?
- Have the Smiths bought flat in London?
- Have the Baileys rented a flat in London?
- Have the Baileys bought a house in London?
- House in London
- Have the Baileys bought a flat in Birmingham?

Level: 5 Term: 1 Week: 8 Day: 2	Worksheet	Date

Level: 5 Term: 1 Week: 8 Day: 2	Worksheet	Date

Task 1: Listen to the dialogue below and mark the Mai... stress B's answer like this ○

a. A is your mother going to California? ○

B No, my mother's gong to California.

b. A Has you mother gone to New York?

B No, my mother's gone to California.

c. A Has your father gone to California?

B No, my mother's gone to California.

d. A Has Jane's mother gone to California?

B No, my mother's gone to California.

Task 2: Here are some more groups of answers with the stress in various places. Try to write a questions for each answer.

a.

No, I've lost fifty ponds.

No, I've lost fifty ponds

No, I've lost fifty ponds.

No, I've lost fifty ponds.

b.

My sister's broken her leg.

My sister's broken her leg.

My sister's broken her leg.

My sister's broken her leg.

c.

No, The baileys have brought a flat in London.

No, The baileys have brought a flat in London.

No, The baileys have brought a flat in London.

No, The baileys have brought a flat in London.

Level 5 Term 1 Week 8 Day 3

Note: Do not write any thing on book.

Do page 14 from Get Ahead English Book 6

Level 5 Term 1 Week 8 Day 4

Note: Do not write any thing on book.

Do page 15 from Get Ahead English Book 6

Level 5 Term 1 Week 8 Day 5

Note: Do not write any thing on book.

Do page 16 from Get Ahead English Book 6

Level 5 Term 1 Week 8 Day 6

Assessment # 8

Note: Take the assessment in copies.

Task 1 /10

Fill in the blanks by choosing a correct word.

1 Farhana has __________ books (much, many)

2 Do you get __________ time to play? (much , many)

3 There are __________ cars on the road. (much , many)

4 __________ passengers were sitting in the bus. (much , many)

5 I don't have __________ work today. (much , many)

6 Do you want __________ biscuits? (Some, any)

7 Would you like to buy __________ birthday cards? (Some, any)

8 I don't have _______ markers, but I have _______ pens. (Some, any)

9 I need _________ new books. (Some, any)